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ABSTRACT

This insert to the Maryland State Board's regular newsletter, "Record," takes the place of an annual report. Its contents include an overview of higher education in the state, progress of the state plan, financing of higher education, equal educational opportunity efforts, accreditation, board responses to legislative recommendations in 1977, board policies adopted in that year, and agencies and committees responsible to the board. A statistical profile of higher education is presented in charts, graphs, and tables. (MSE)

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STATUS OF HIGHER EDUCATION IN MARYLAND-1978

MARYLAND STATE BOARD FOR
HIGHER EDUCATION

RECORD January 1978

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STATUS OF HIGHER EDUCATION IN MARYLAND-1978

Overview

By: Sheldon H. Knorr
Commissioner of Higher Education

EDITOR'S NOTE: *In lieu of a separate, more structured annual report publication, the Board has chosen this insert in the RECORD to present a concise summary of the status and trends in higher education in Maryland and will do so on an annual basis.*

The major tasks undertaken by the State Board for Higher Education during 1977 included the development of the Maryland Plan for Postsecondary Education; submission to the Governor of the first consolidated operating and consolidated capital budgets for all of higher education; the development of minimum standards for the approval of four-year, two-year, and proprietary institutions; and a study of the future of higher education on the Lower Eastern Shore.

Trends in Higher Education

Opening Fall enrollment in Maryland colleges and universities has continued to grow increasing by 7,000 more students than in Fall 1976, a 3.4% increase. The total enrollment is now 217,611. Of this total, 53% are women. This is the second year that women have outnumbered men in the colleges and universities. Part-time students increased to 48% of the student body.

Community colleges again grew most rapidly— a 5.9% increase over last year for a total of 84,672 students. The University of Maryland increased 1.7% to 61,312 students; and the public four-year colleges (including Morgan and St. Mary's College) increased their enrollment by 3.0% to 41,877.

The growth in enrollments will decrease to less than one percent annually by 1985. From then until 1990, enrollments should remain relatively stable. This stability will be not only in total size, but also in the percentages by sex and race. Because female and minority students are now enrolled about in proportion to their proportion in the State's population, it is unlikely that there will continue to be substantial full-time undergraduate enrollment growth for these groups in the future. However, the proportion of both of these groups likely will continue to increase among graduate students.

The number of part-time and older students does appear likely to continue to grow. Increasing numbers of students will be fully employed individuals who are seeking to upgrade their job skills and gain additional credentials. In addition, it is likely that young students increasingly will choose to work full-time and attend school part-time in order to minimize their investment in further education.

As the average student age rises, the average age of faculty members will also rise. The faculty may become dominantly a tenured faculty increasingly composed of associate and full professors. At present 55% of the faculty members in Maryland's public institutions are tenured.

The Total State General funds expenditure for higher education operations was $203 million in FY 77, and is $236.4 million this year. The Board has recommended that approximately $256.6 million be appropriated for the coming year. These increases are mainly the result of inflation and rising enrollments, with no increase in real dollar expenditure per student.

Accessibility

Access for minority students has improved greatly since the adoption of the Maryland Desegregation Plan in 1974. The percentage of black undergraduates statewide increased from 13% in 1970 to 21.5% in Fall 1976. In 1970 only 22% of the black students enrolled attended predominantly white institutions— 39% were enrolled in predominantly white institutions in 1976. The actual number of black students in predominantly white institutions increased from 1,945 in 1970 to 7,157 in 1976. Total black enrollment increased in the same period from 8,828 to 18,311. Women have also gained greater access to higher education. In 1970 women comprised only 41% of all undergraduates; in 1977, 53% of all undergraduates were women.

Access to a college education is denied to some students because of economic barriers. With the average total cost to the student of one year of college reaching almost $3,000 in a public four-year institution and around $5,000 in an independent four-year college, many Maryland citizens cannot afford a college education. As a long-range solution, the State Board has recommended that the State fund 70% of the direct costs of education in the four-year public colleges, with the other 30% coming from other sources including the student.

Diversity

Maryland currently has a diverse array of institutions. The State should attempt to preserve this diversity by assuring, through a well-defined role and mission, that each public institution does that which it can do best and by recognizing the important contributions made by independent and non-collegiate institutions. Maryland now has a broad array of programs at all levels, lacking programs in only a few areas. Many of these programs not offered in Maryland are being provided through inter-state agreements and contracts. *The State must continue to provide for a diversity of program offerings in all regions of the State while seeking to avoid unnecessary program duplication.*

The higher education institutions now accommodate students of all races and backgrounds. Through the Maryland Desegregation Plan, as well as State scholarship and loan programs, this diversity is being further encouraged. In addition, no limits have been placed on the number of out-of-state and foreign students at the public graduate level. At the undergraduate level, an institution may have up to 15% of its fulltime enrollment from out-of-state subject to modification on a case-by-case basis.

Quality

It is a responsibility of higher education to evaluate the quality of existing programs and to determine that effective use is made of State funds. The development of an evaluation system is an important priority without which the securing of resources from the public will be difficult. A major priority for the 80's for postsecondary education in Maryland must be improving the quality of all its public institutions.

Special efforts are needed to retain Maryland's brightest high school graduates. About half of the "A" students graduating from high school presently leave the State to obtain a higher education elsewhere. Furthermore, Maryland public institutions do not attract their share of National Merit Scholars. Maryland high schools produce about 60 National Merit Scholars annually. In the 1976-77 school year only 8 Merit Scholars were enrolled in all Maryland public colleges; as a comparative measure, 86 were enrolled in the University of Virginia, 117 at the University of North Carolina, and 166 at the University of Michigan.

Efficiency and Economy

Higher education must demonstrate both efficiency and economy if it is to justify requests for the funds necessary for quality academic programs. The Governor and the Legislature will be more willing to provide the funds necessary to operate a high quality system of postsecondary education when it can be demonstrated that funds now being spent are being spent wisely with good management. The development of efficiency and economy in public postsecondary education is also a high priority area for the decade of the 80's.

This Report details some of the work that is ongoing within the State Board for Higher Education. The Board appreciates the support it has received from the higher education community and invites comment from the readers of the RECORD.

PROGRESS OF THE STATE PLAN

Article 77A, Section 30 of the Annotated Code of Maryland requires the State Board to develop and submit to the Governor and the General Assembly by July 1, 1978 an overall statewide plan for postsecondary education. Annual reviews of this plan are required by July 1 of each succeeding year. These reviews must include a report on the status and needs of postsecondary education in Maryland. The SBHE inititated the development of this statewide plan immediately after it was established on July 1, 1976.

Design of the Planning Process.

The intial task in creating the State Plan was to design a planning process that obtained the maximum amount of participation and advice on the contents of the Plan while at the same time permitting expenditious decision making in order to meet the legislative timetable for submission. To meet this objective, the SBHE Planning Committee, chaired by AUSTIN E. PENN, established a Planning Advisory Committee composed of representatives from all sectors of postsecondary education to assist the Board's staff in the development of the Plan. In addition, State agencies concerned with postsecondary education were asked to designate liaison representatives to meet with SBHE staff to comment on the Plan and keep their agencies informed about its development. The SBHE staff has held meetings with citizen groups from various regions of the State and faculty and student representatives from campuses. Two briefings have been held for committees of the General Assembly that are concerned with postsecondary education.

Issues Addressed in the Plan.

Postsecondary education in Maryland comprises 53 institutions of higher education and about 160 proprietary institutions. The institutions offered over 1,500 programs serving 217,611 students on collegiate campuses in the Fall of 1977, and approximately 13,000 students in non-collegiate institutions. The State General funds appropriated for operations to all higher education institutions and agencies in FY 1978 was $236.4 million plus personnel fringe benefits and debt service. Obviously, the development of a Plan for such a huge, diverse and dynamic system required setting forth broad goals and identifying high priority issues. Without such a framework for discussion of issues, countless useful but lower priority topics might delay resolution of the most important issues.

The four major goals established to guide the Plan's development are **accessibility, diversity, quality,** and **efficiency**, as described in the Commissioner's overview. The primary areas in which these goals are being addressed include: 1) segmental and institutional roles and missions, 2) implications of enrollment trends, 3) program distribution, 4) finance and 5) coordination with elementary/secondary education. A number of issues have been identified in each of these areas.

Roles and Missions. The current roles and missions of Maryland's public institutions have evolved as the campuses responded to statewide studies of higher education and to emerging opportunities. The legislature recognized, in enacting the Board's statute, that the changing conditions confronting higher education made it necessary to review current roles from a statewide perspective. The increasing competition for students could lead to costly program duplication, excess construction and unnecessary conflict unless some specialization of function is provided.

The roles and missions of the segments and institutions can be differentiated by the characteristics of the students they attract, the levels of the programs they offer (associate, baccalaureate, masters, first professional or doctoral), the types of programs offered, the kinds of faculty recruited, and the emphasis placed on research and public service activities. The role and missions identified in the Plan will describe each public institution's strength in each of these areas and will identify each one's distinctive mission.

Enrollment Trends. The lessening growth in enrollments in Maryland, together with changes in the compositon of student bodies, makes it essential that careful projections of enrollment trends be made for each campus. Program plans and capital investments can then be related to the predicted changes. The Board has developed a sophisticated enrollment projection model that predicts trends for each institution. The model is based on county population and age projections and trends in the institutional choices of students in each county and has accurately predicted current enrollments from historic data. Projected enrollments, based on extrapolation of current trends, lead to consideration of the following issues:

- Should limitations be placed on the growth of some of the larger campuses that are fully utilizing their existing facilities? Such a policy would reduce the need for additional construction on crowded campuses and would encourage students to attend those with available space.
- Are there program changes that can be made at under-enrolled campuses that will help them attract students? A policy that limits enrollments at some campuses must be linked to steps to improve offerings at other campuses or access and quality goals are likely to suffer.

Program distribution. Maryland has developed a wide diversity of degree and certificate programs over the past 15 years. These programs are broadly distributed across the State but some gaps can be identified. Students in the Washington County area and in parts of the Eastern Shore and Southern Maryland lack as full access to upper division and graduate programs as students in the remainder of the State. These gaps are reflected in lower enrollment rates of students from these counties. In addition part-time students, particularly those seeking graduate degrees, lack access to programs in some parts of the State. Increasingly, out-of-state institutions have established programs in Maryland to meet these unmet needs. Program issues that are being addressed include:

- What arrangements can be made to meet economically the needs of part-time students across the State? Reciprocal arrangements with adjoining states and encouraging the development of needed programs by University College of the University of Maryland and other institutions are two avenues that are being considered.
- How can program offerings be better coordinated and duplication be avoided in the Baltimore area with its many institutions? The range of programs provided in this area is receiving a particularly thorough review.
- What programs need to be developed to meet emerging needs and student interest? Attention is being given in the Plan to programs that might be developed at UMES, Bowie and UMBC to more effectively utilize their staff and facilities.
- What program areas are of declining student interest and need to be examined in terms of their long term needs for resources? Enrollments in education have declined significantly as the job market has constricted. The extent of the various institutions' role in teacher education needs to be examined, and the needs for expanding in-service training require attention.

Financing postsecondary education. The projected stability in enrollments in higher education will result in a slowing of the increases in State General Funds required in the future. However, continuing inflation and increasing needs of other sectors of State government are likely to maintain a heavy pressure on adequately financing postsecondary education. Several long term issues will be examined in the Plan.

- What share of the cost of public institutions should be borne by the State and what portion by the students? In recent years the percentage of costs borne by students has been increasing. This trend has serious implications for maintaining access to higher education. Board studies of student response to tuition levels show that for each $100 increase unmatched by income increases, enrollment rates fall by 1.5 percentage points. The Plan will examine the distribution of the costs of higher education, the adequacy of student financial aid and the extension of student aid to those enrolling in the State's non-collegiate institutions.
- What will be the financial impact of the recommendations contained in the Plan? The document will contain an analysis of the financial implication of the recommendations it contains.

[Continued]

• Given proposed institutional missions and enrollment prospects, what are the capital budget needs for the next several years? The SBHE lacks a fully adequate, automated inventory describing the nature and condition of the facilities and real estate owned by higher education institutions. Efforts are underway to remedy this problem. The existence of an automated inventory will allow an analysis of the extent and condition of facilities so that accurate cost estimates can be prepared for repairing, renovating, increasing energy efficiency, and constructing needed facilities. Such estimates will allow the State to establish and meet priority needs on a phased basis. An initial examination of facility requirements will be included in the Plan while efforts to improve the data base continue.

• What is the most appropriate structure and process for organizing and conducting the State higher education budget review? There has been a change in the past system for reviewing higher education budgets with the introduction of the SBHE into the process. The role of the SBHE and the governing boards of the segments and institutions needs to be formally specified in more detail. The concepts used to select and structure budgetary data needs further examination. Efforts are underway to improve the definitions and comparability of the financial data collected from institutions. Further examination is needed in the ways in which data are structured for analysis.

Coordination with elementary/secondary education. The areas in which elementary/secondary education and postsecondary education need to cooperate closely include teacher education, remedial programs for college bound students and academic library coordination and development. The Board of Education and the State Board for Higher Education have joint responsibilities in these areas. The Plan will contain a preliminary analysis of each of these areas and make recommendations for needed actions and further studies.

The Status of the Plan

The initial work on the Plan concentrated on the complex and sensitive task of defining institutional roles and missions. During the fall, initial drafts were prepared of chapters dealing with enrollments and programs. It is now planned that initial drafts of the remaining chapters will be completed in January and revisions made in early drafts. A preliminary draft of the complete document should be available in February. This draft will be widely reviewed and revisions made during the Spring. The document is scheduled to be presented by the Planning Committee to the full Board for its consideration at the May 1978 Board meeting. The Board is expected to take action on the Plan at its June 1978 meeting.

The State Plan for Postsecondary Education comes at a crucial point of transition in the history of Maryland higher education. The rapid growth in enrollments is coming to an end. Between 1975 and 1985 Maryland will have a decrease of four percent in its total number of 18 year olds. This leveling will create the need for changes. Other trends that require a broad examination of postsecondary education are the continued growth of the community colleges and the increases in older and part-time students. The Plan, if carefully constructed, should provide the guidance necessary to achieve the State's goals for postsecondary education over the next 15 years.

FINANCING OF HIGHER EDUCATION

The law creating the State Board requires that it review all public higher education institutional and agency budget requests. Further, the Board is required to present to the Governor a recommended consolidated budget for higher education. This authority, coupled with the Board's requirement for overall statewide planning, is at the center of its postsecondary coordinating function.

On October 6, 1977, the first Consolidated Operating Budget was presented to Acting Governor Blair Lee III. This 360-page document represented a comprehensive, programmatic review of the State's higher education system. This was the first year that a non-fiscal State Agency had conducted a comprehensive review of both operating and capital budget requests.

The Board will continue to work toward presenting to the Governor and the General Assembly an equitable, consistent recommendation in the years ahead.

Operating Budget Development

In developing the Consolidated Operating Budget, the Board's Finance and Facilities Committee, chaired by PHILIP PEAR, held public hearings for the higher education institutions and agencies so that the committee could be apprised of the special needs and problems of each institution and agency. The Committee weighed the requests of all the segments of higher education with a desire to recommend an equitable distribution of funds among institutions and agencies within the constraint of making fiscally responsible recommendations. The Board recommended total operating budgets of $568.5 million for FY 1979. This total includes General (State) Funds in the amount of $256.6 million. The SBHE recommendation is $5.6 million greater than the preliminary Maximum Agency Request Ceiling (MARC) allowance established by the Governor to guide the preparation of budgets. *In addition, the Board included a recommendation that proposed tuition increases be eliminated by providing compensating general funds to the institutions. The Governor indicated on December 1, 1977 his intention to accept this recommendation.* The SBHE operating budget recommendation represents an increase of $45.3 million or 8.7 percent in total funds, and $20.2 million or 8.6 percent in General Funds, over the FY 1978 appropriation.

Philosophy

The SBHE has concentrated its operating budget analysis at the program and institutional or agency level rather than on the objects of expenditures. This is because the SBHE believes that the heads of each agency or institution are in a better position than any outside agency to judge what specific expenditures are warranted. In addition, a major amount of operational control must be left to the persons in charge of an institution or agency if they are to be held accountable for the outcomes and accomplishments of their institution or agency.

The budget analysis of each agency concerned with higher education and at the Baltimore City campus of the University of Maryland was conducted by assessing desired outcomes and comparing those with the resources needed to accomplish the required tasks. Consideration was given to the total level of resources available to each of these agencies and the potential for generating revenue from Special and Federal Funds.

Guideline Concept

The budget analysis for the eleven four-year public institutions of higher education—UMBC, UMCP, UMES, Bowie Coppin, Frostburg, Salisbury, Towson, University of Baltimore, Morgan, and St. Mary's—was based in large part on the SBHE budget guidelines. The guidelines allocate funds to institutions in an equal manner for comparable activities. The guidelines also recognize the existence of economies of scale (i.e., as an institution increases in size, it is able to conduct certain programs at a lower unit cost). The application of the guidelines produces a maintenance budget for the educational program at an institution. The guidelines do not account for an institution's special needs when it is initiating a new program, nor do they fully account for an institution's need to catch up in an area where it has been underfunded.

The guidelines were developed in FY 1977 by a special finance committee of the SBHE. This committee was advised by representatives from all the segments of higher education in

[*Continued*]

Maryland, as well as by some SBHE Board members.

The guidelines deal with total expenditures for the following State-supported educational programs: *Instruction, Library, Administration, Student Services, Public Safety,* and *Plant Operations and Maintenance.* For each program, the guidelines represent the expenditure norm among institutions of a given size offering similar services. Analysis of requests in each program was carried out in order to focus on any special circumstances which helped to account for requests which were significantly above or below guidelines. Recommendations, however, are based on the total request for all educational programs combined in order to enable institutions to set their own expenditure priorities within the total funding level recommended.

The operating budget recommendations were made by first redistributing the Governor's MARC among institutions and agencies to provide the most equitable distribution possible. Then, starting from this allocation, the total needs of all higher education institutions and agencies were taken into consideration in formulating any changes above or below the MARC.

Capital Budget

The Board recommended funding of $37.6 million for the most urgently needed capital improvement projects as Priority I requests for inclusion in the State's FY 1979 Capital Budget. There are 44 Priority I projects with a cost of $35.5 Million in FY 1979 at the four-year public institutions. There are six projects with requests totaling $2.1 million for State matching funds at the independent institutions. Forty-eight projects totaling $21.6 million were placed in a Priority II category. The State Board for Community Colleges did not request additional bonding authority in FY 1979; therefore, SBHE capital budget recommendations did not include funds for community college projects.

The SBHE participated in hearings which the Department of State Planning held with each institution on their capital budget requests. The SBHE considered a number of factors in making its recommendations. An important factor for consideration was potential provisions of the emerging Plan.

Factors such as the following influenced decisions on project priority: the Governor's priority criteria; the types of projects, e.g. supplemental, renovation, new construction, etc.; the impact of a project on accreditation (when applicable); correction of code violations; the broad impact of the project on an institution's ability to fulfill its mission; and the campus and segmental ranking of the project. The SBHE grouped the projects submitted into Priority I and Priority II classifications. Those projects receiving a Priority I classification are those which are most urgently needed.

Operating and Capital Funding Issues

1. Fund Source: The lack of clear definitions as to which fund source, operating or capital, ought to be used for certain types of projects has caused the institutions severe problems. The SBHE recommendations are based on the need for a project. The decision as to which fund source is used to support it needs to be negotiated between the Department of State Planning and the Department of Budget and Fiscal Planning. The SBHE plans to participate during the coming year in the development of needed definitions.
2. Impact of Title 504 Legislation: Preliminary work has begun on assessing the impact to both the operating and capital budgets of the new Federal legislation on the handicapped. This will require much work next year.
3. Uniform System of Accounts: A task force comprised of representatives of all the segments of higher education, as well as the Executive and Legislative branches of the State government, has achieved a consensus on the uniform classification of financial data included in financial forms used for State and Federal reporting. The group is now working on improving the consistency of data contained in operating budget submissions.
4. Faculty Salary Guidelines: A draft of faculty salary guidelines has been written and public hearings have been held on it by the Faculty Advisory Committee. The Committee is now working to redraft the initial guidelines.

EQUAL EDUCATIONAL OPPORTUNITY

CONTINUING ISSUES

Increasing other-race* student and employee representation in higher education, the enhancement of the traditionally black institutions, and the State's lawsuit against the U.S. Department of Health, Education and Welfare, are continuing issues facing the higher education community of the State.

Students

The overall enrollment of black students in higher education in Maryland now approximates the black population of the State as a whole. The State funds financial aid programs which have been effective in increasing the number of students attending institutions where their race is in the minority and, similarly, in assisting minority and other-race students to attend graduate or professional schools on a first-time, full-time basis. Two Division studies developed during the past year indicate that undergraduate minority students tend to enroll in education, social sciences, and business curricula; and graduate minority students tend to enroll in education, social sciences, and business. Further, both minority and white students do not select institutions on the basis of program offerings alone but, rather, on the basis of a combination of reasons which include academic reputation of the institution, financial factors, and convenience factors. Therefore, the issue of increasing other-race student representation in the public undergraduate, graduate and professional schools is coupled with recruitment strategies and underlying factors of student choice of program of study.

Employees

Increasing minority employee representation is somewhat different from that for students; it is dependent on the number of qualified minority persons who are available for employment in higher education. The State Board for Higher Education has developed the Central Placement Bureau, a free referral service which is growing in usefulness to candidates seeking employment via employment vacancy information made available to them and to the institutions by providing resume particulars on employment candidates. The Board administers several incentive-based programs (student internships and faculty and administrative exchanges) for the purpose of increasing the pool of minority/other-race candidates for employment and to provide an opportunity for faculty and administrators to work in employment settings where their race is in the minority.

Enhancement

Ways and means of enhancing the traditionally black institutions are being addressed through the development of the State Plan for higher education which includes the role and mission and future directions for each of the Maryland higher education institutions. A number of new academic programs have recently been established in the traditionally black institutions which, along with improvement of the physical plant, serves the enhancement efforts of these institutions.

[Continued on page 9]

* *Students and employees attending or working at institutions where their race is in the minority.*

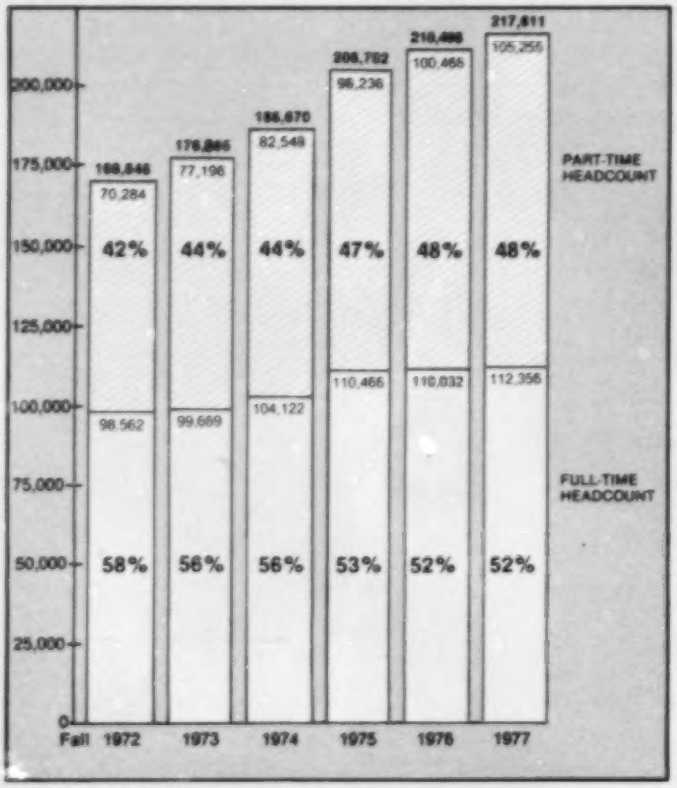
Profile of Higher Education in Maryland — 1978

Average Yearly Tuition and Required Fees for Full-Time In-State Undergraduate Students

Public Institutions	MARYLAND 1972-73	MARYLAND 1977-78	MARYLAND percent increase	UNITED STATES 1972-73	UNITED STATES 1977-78	UNITED STATES percent increase
Two Year	$306	$430	41%	$233	$416	79%
Four Year	424	767	81%	455	615	35%
Comprehensive Universities	632	774	22%	566	744	31%
Independent Institutions						
Two Year	$1,179	$1,515	28%	$1,376	$1,732	26%
Four Year	1,774	2,692	52%	2,015	2,558	27%
Comprehensive Universities	2,700	3,750	39%	2,485	3,372	36%

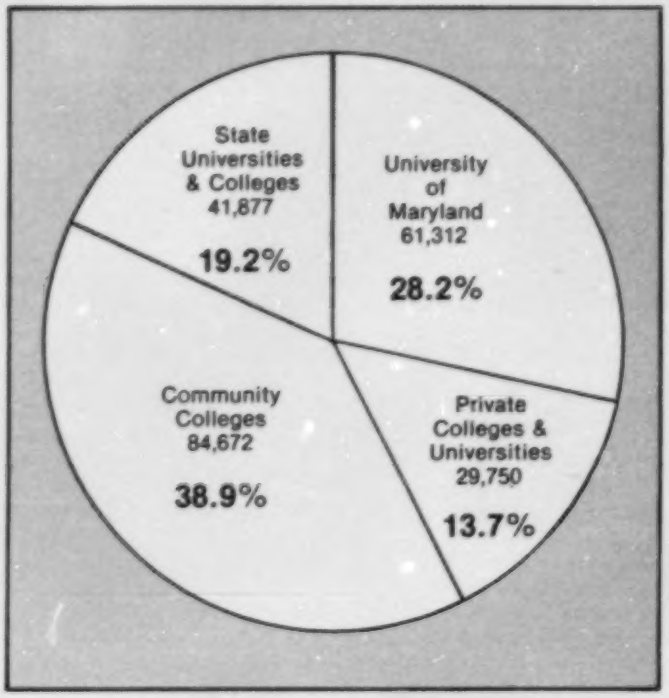
SOURCES: *National Center for Educational Statistics, SBHE Admissions and Financial Aid Information.* Notes: (1) Typical costs were weighted by each institution's full-time undergraduate enrollment to obtain average segmental costs, (2) During the five year interval several relatively low-tuition private institutions ceased to exist or became publicly controlled, thereby contributing to the increase in average costs in the independent segment.

Full-Time and Part-Time Enrollment Trends
All Collegiate Institutions, Fall '72-77

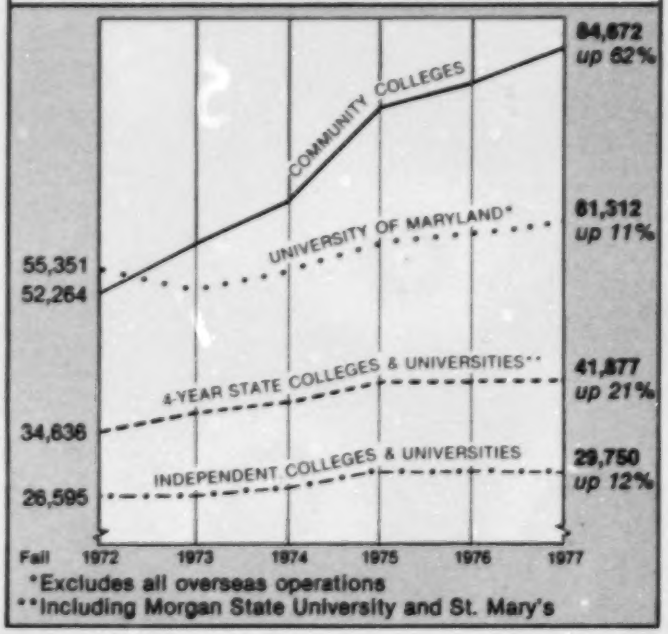


SOURCE: SBHE — HEGIS Surveys

Fall 1978 Headcount Enrollment by Segment
Total: 217,611



Total Headcount Enrollment Trends by Segment
Fall 1972-1977



*Excludes all overseas operations
**Including Morgan State University and St. Mary's

SOURCE: SBHE — HEGIS Surveys

Changes in Degrees Awarded by Discipline
All Collegiate Institutions, 1971-1977

Disciplines showing *growth* in bachelor's degrees awarded

Discipline	FY 1971	FY 1977	% up
Agriculture & Natural Resources	78	299	283%
Architecture & Environmental Design	5	64	1180%
Biological Sciences	554	900	62%
Business & Management	1,967	2,263	15%
Communication	122	361	196%
Computer & Information Sciences	0	72	—
Fine & Applied Arts	520	662	27%
Health Professions	527	1,189	126%
Home Economics	174	330	90%
Physical Sciences	234	269	15%
Psychology	579	851	47%
Public Affairs & Services	43	460	970%
Social Sciences	2,350	2,359	0%
Theology	53	112	111%
Interdisciplinary	733	2,623	258%

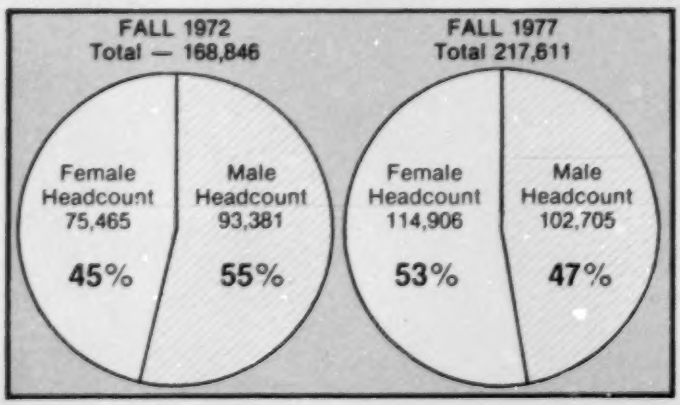
Disciplines showing *decline* in bachelor's degrees awarded

Discipline	FY 1971	FY 1977	% down
Area Studies	93	69	26%
Education	2,686	2,166	19%
Engineering	558	428	23%
Foreign Language	277	199	28%
Letters	1,067	642	40%
Mathematics	317	237	25%

Note: The overall increase in bachelor's degrees awarded during this period was 27%.

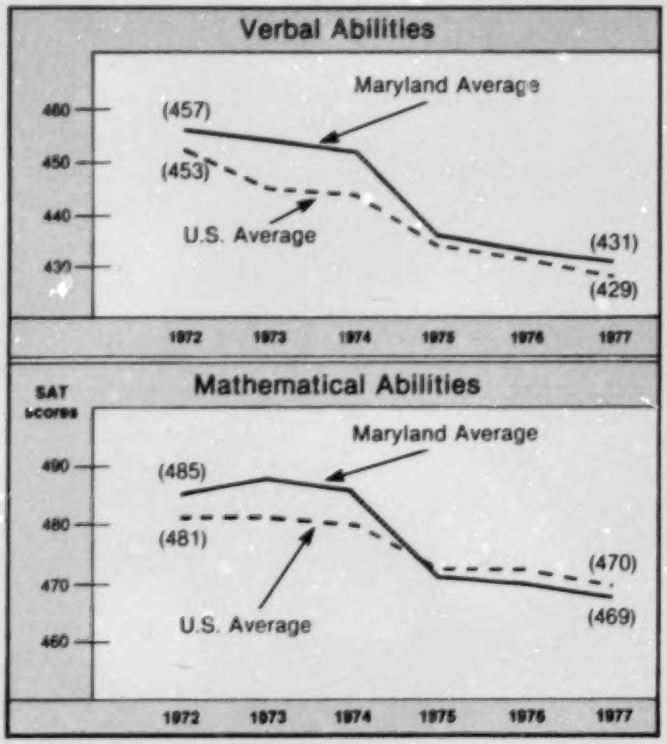
SOURCE: SBHE-HEGIS surveys.

Share of Total Headcount Enrollment by Sex
All Collegiate Institutions



SOURCE: SBHE-HEGIS Suveys

Average SAT Scores of College Bound Seniors 1972-1977



SOURCE: College Entrance Examination Board

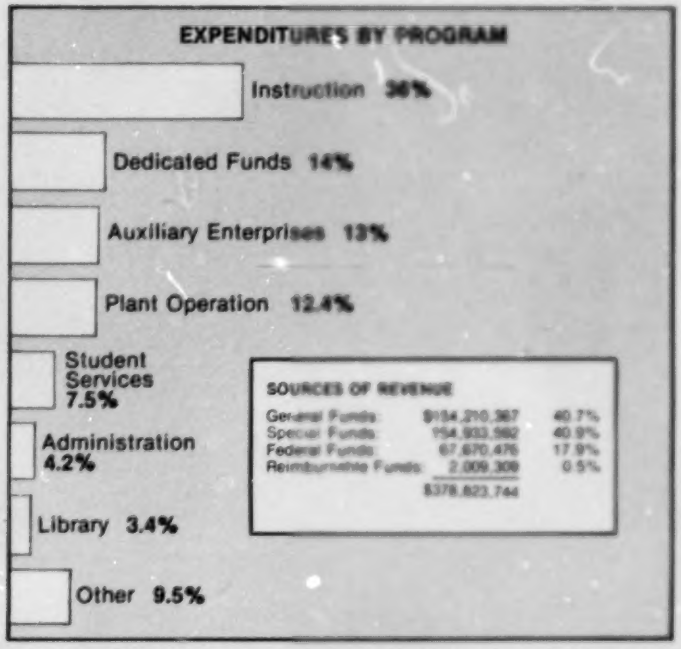
FY 1979 SBHE Budget Recommendations by Fund Source

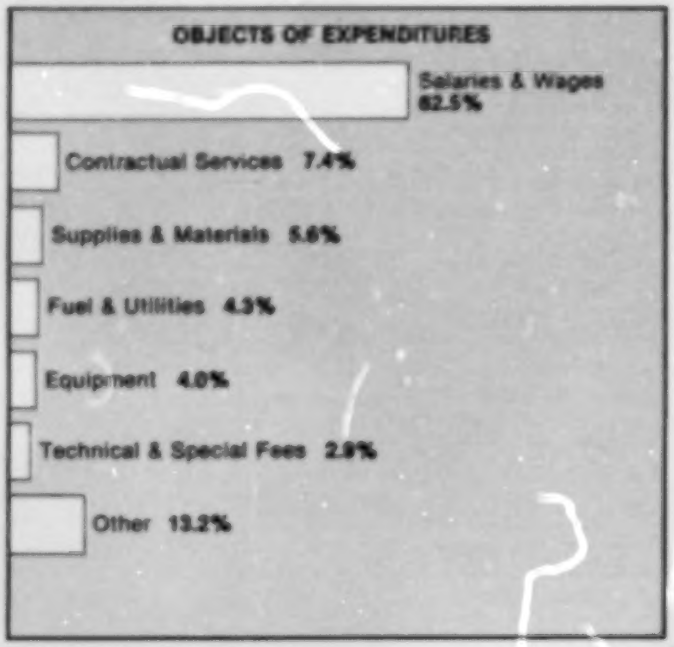
	($ millions)			
	State General Funds	Special Funds	Federal Funds	Total Funds
University of Maryland	$134.9 (35.5%)	$183.9 (47.8%)	$51.1 (16.1%)	$380.0 (100.0%)[1]
Four Year State Universities and Colleges	58.2 (41.2%)	47.4 (38.5%)	17.7 (14.3%)	123.2 (100.0%)
State Board for Community Colleges[2]	48.4 (99.7%)	—	0.2 (0.3%)	48.6 (100.0%)
State Scholarship Board	5.1 (81.1%)	0.2 (2.4%)	1.0 (16.5%)	6.3 (100.0%)
Maryland Higher Education Loan Corporation	1.1 (100.0%)	—	—	1.1 (100.0%)
State Board for Higher Education[3]	8.9 (95.4%)	—	0.4 (4.6%)	9.4 (100.0%)
TOTAL	$256.6 (45.1%)	$231.5 (40.3%)	$80.4 (14.1%)	$568.5 (100.0%)

[1]The University has $2.3 million in reimbursable funds.
[2]This includes only the operating expenses of the Board and the State grants to the Community Colleges.
[3]State aid to the independent colleges and universities is included in the SBHE budget.

Public 4-Year Institutions in Maryland — FY 1978 Appropriation

Total Budgeted Funds: $378,823,744





SOURCE: SBHE Recommended Consolidated Operating Budget for Higher Education, FY 1979
Note: Comparable data for the Community Colleges and Independent Institutions is not available to SBHE.

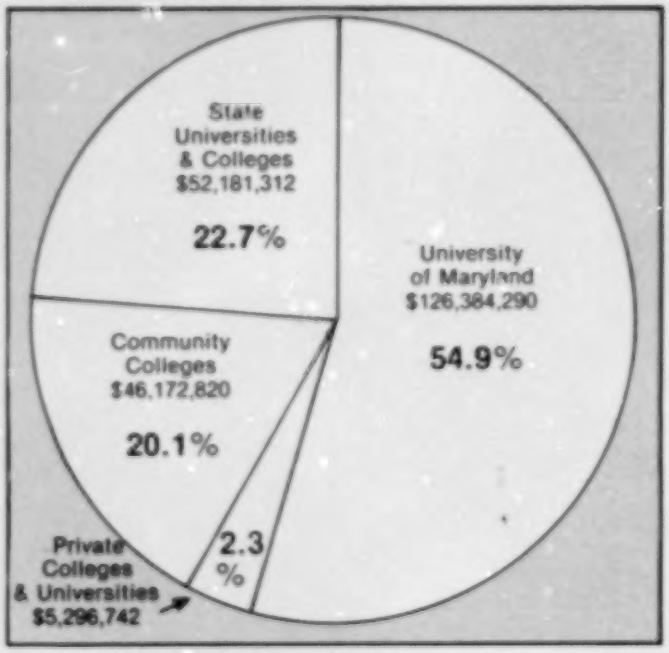
Federal Support to Public Postsecondary Institutions 1973-1974

	MARYLAND		U.S. AVERAGE ALL STATES
	Dollars	Rank compared to other States	Dollars
Federal support per student to public institutions	$493	20th	$434
Federal Sources of Support to public institutions for general expense expenditures per student	$110	13th	$79
Federal sources of support to public institutions for sponsored research per student	$180	27th	$221
Federal sources of support to public institutions, other sponsored prorams per student	$202	16th	$134

SOURCE: "Comparative Analysis of Higher Education in Maryland and Selected States" prepared by National Policy Analysis Center, Boulder, Colorado.

FY 1978 State General Fund Appropriation for Higher Education Operations

Total: $230,035,164



OPENING FALL 1977 ENROLLMENT AT ALL MARYLAND COLLEGIATE INSTITUTIONS and % Change from 1976

	Total Head-count Fall 1976	1977 Undergraduate		1977 Graduate & Prof.		Total Head-count Fall 1977	Percent Change from 1976
		Full-Time	Part-Time	Full-Time	Part-Time		
PUBLIC INSTITUTIONS							
Community Colleges:							
Allegany Community College	1,832	1,278	597	—	—	1,875	2.3
Anne Arundel Community College	6,544	2,237	4,390	—	—	6,621	1.3
Catonsville Community College	10,327	2,684	7,895	—	—	10,579	2.4
Cecil Community College	1,359	412	847	—	—	1,259	-7.9
Charles County Community College	2,180	654	1,910	—	—	2,564	17.6
Chesapeake College	821	415	638	—	—	1,053	28.2
Community College of Baltimore	9,451	4,026	5,126	—	—	9,152	-3.3
Dundalk Community College	2,224	630	1,721	—	—	2,351	5.7
Essex Community College	9,496	2,818	6,787	—	—	9,605	1.1
Frederick Community College	1,716	662	1,237	—	—	1,899	10.7
Garrett Community College	519	268	355	—	—	623	20.0
Hagerstown Junior College	1,972	908	1,043	—	—	1,951	-1.1
Harford Community College	3,400	1,104	2,490	—	—	3,594	5.7
Howard Community College	2 023	601	1,628	—	—	2,229	10.2
Montgomery College, Rockville	11,185	4,883	7,033	—	—	11,916	6.5
Montgomery College, Takoma Park	2,533	1,099	1,689	—	—	2,788	10.1
Montgomery College, Germantown	266	1	463	—	—	464	74.4
Prince George's Community College	11,915	4,446	9,308	—	—	13,754	15.4
Wor-Wic Tech Community College	192	163	226	—	—	389	102.6
TOTAL, All Community Colleges	79,955	29,289	55,383	—	—	84,672	5.9
State Colleges & Universities under Governance of BTSUC:							
Bowie State College	2,845	1,320	635	52	868	2,875	1.1
Coppin State College	2,949	2,277	571	78	178	3,104	5.3
Frostburg State College	3,581	2,735	211	75	482	3,503	-2.2
Salisbury State College	4,107	2,816	750	57	677	4,300	4.7
Towson State University	14,452	9,142	4,331	185	1,722	15,380	6.3
University of Baltimore	5,316	1,125	2,102	922	1,325	5,474	3.0
SUB TOTAL	33,250	19,415	8,600	1,349	5,252	34,816	4.1
Morgan State University	6,214	4,301	974	186	630	6,091	-2.0
St. Mary's College of Maryland	1,174	942	228	—	—	1,170	-0.3
TOTAL, All State Colleges & Universities	40,638	24,658	9,802	1,535	5,882	41,877	3.0
University of Maryland:							
U. of Maryland — Baltimore City	4,713	1,371	51	2,732	520	4,674	-0.8
U. of Maryland — Baltimore County	5,679	4,553	470	86	237	5,346	-6.2
U. of Maryland — College Park	36,761	25,560	4,548	2,789	4,969	37,866	3.0
U. of Maryland — Eastern Shore	994	822	194	—	—	1,016	2.2
U. of Maryland — University College	12,123	661	11,515	—	234	12,410	2.4
TOTAL, University of Maryland	60,270	32,967	16,778	5,607	5,960	61,312	1.7
TOTAL, All Public Institutions	180,863	86,914	81,963	7,142	11,842	187,861	3.9
INDEPENDENT INSTITUTIONS:							
Antioch College	789	287	69	172	170	698	-10.2
Baltimore Hebrew College	231	25	57	79	—	161	-43.5
Bay College of Maryland	1,011	1,134	115	—	—	1,249	23.5
Capitol Institute of Technology	304	205	184	—	—	389	28.0
Columbia Union College	849	620	194	—	—	814	-4.3
DeSales Hall School of Theology	60	—	—	20	15	35	-71.4
Goucher College	863	855	89	—	—	944	9.4
Hagerstown Business College	377	345	—	—	—	345	-9.3
Hood College	1,531	1,003	189	36	447	1,655	8.1
Johns Hopkins University	10,019	2,264	1,699	2,262	3,631	9,856	-1.7
Loyola College	4,529	1,853	618	253	1,846	4,570	0.9
Maryland Institute of Art	997	733	97	75	20	925	-7.8
Mount St. Mary's College	1,429	1,180	139	183	84	1,586	11.0
Ner Israel Rabbinical College	303	175	—	130	4	309	2.0
College of Notre Dame of Md.	787	488	351	—	—	839	6.6
Peabody Institute of Johns Hopkins University	416	278	43	78	53	450	8.2
St. John's College	381	352	11	—	—	363	-5.0
St. Mary's Seminary & University	456	40	—	135	147	322	-41.6
Villa Julie College	590	416	192	—	—	608	3.1
Washington Bible College	574	370	109	73	19	571	-0.5
Washington College	834	691	25	8	108	830	-0.5
Washington Theological Coalition	195	—	—	101	50	151	-29.1
Western Maryland College	2,130	1,312	51	73	644	2,080	-2.4
TOTAL, All Independent Inst'ns	29,835	14,626	4,212	3,874	7,238	29,700	0.4
GRAND TOTALS, All Institutions	210,498	101,540	86,175	10,816	19,080	217,611	3.4

SOURCE: SBHE-HEGIS Surveys

[*Continued from page 4*]

Status with the Federal Government

The State of Maryland successfully sued the U.S. Department of Health, Education and Welfare, January 5, 1976; the court's decision was appealed by the Department of Health, Education and Welfare. The U.S. Court of Appeals for the 4th Circuit on August 9, 1977 determined that the State of Maryland was entitled to injunctive relief but not in the form granted by the district court of Maryland. Because one of the seven sitting judges died before the decision of the Court of Appeals was rendered, the State of Maryland had requested that its decision be reviewed.

MAJOR ISSUES

1. Availability of information regarding postsecondary educational opportunities to high school students.

The availability of information prepared by the SBHE and distributed to high school seniors by the State Department of Education has importance for the guidance of students to institutions and programs of study, and may serve to motivate high school students to think about and plan for postsecondary educational experiences. Traditionally students receive information regarding postsecondary education via their guidance counselors, visits from the college recruiters, library and published materials, and from peers and family. While students will continue to receive information from these sources, information supplied directly to them may allow for more timely and efficient use of the information.

2. Concentration of black students in certain fields.

This issue has importance because high school preparation of black students may limit the range of fields of study that otherwise would be available to them and could be related to changes of fields of study. It also has implications for joint efforts that might be undertaken by the State Department of Education and the SBHE in providing services to them.

3. Retention and Progression of students.

The Board, beginning with the entering Fall Class of 1974, began a tracking system on full-time undergraduate students. The pattern for the State as a whole shows that black and white undergraduate students have similar retention rates, but that black undergraduate students progress more slowy toward graduation and are more likely to withdraw for academic reasons. There are implications regarding the secondary school preparation of students who enter higher education and also implications for the higher education community which has to decide to what extent it will assist students who have academic deficiencies.

4. Black students in graduate and professional schools.

It is generally acknowledged that more black and minority professionals are needed, particularly in the health-related professions. However, the number of minority persons available for employment is related to their number in graduate and professional schools. As minority representation in graduate and professional schools increases, their representation in the professional ranks will also increase.

5. Status of female faculty.

The status of female faculty relates to presence, salary and rank as compared with male faculty. The State is committed to a policy of equal opportunity and equity for all of its employees. The State Board is conducting a study to determine if differences in male and female faculty salaries can be explained by relevant factors such as time in rank, preparation, etc.

ACCREDITATION AND APPROVAL

As the State Board for Higher Education began its second year on July 1, 1977, the pace of activities within the Division of Accreditation/Approval accelerated because of a number of developments. An increasing number of institutions of higher education in the State were visited by State-appointed teams as well as by teams selected by the Middle States Association of Colleges and Secondary Schools. In both instances, personnel from the staff of the State Board for Higher Education participated. In addition, staff visits made to proprietary schools throughout the State increased and, effective as of October 1, 1977, three additional professional staff members were transferred to the staff of the Division from the Maryland State Department of Education. Their specific assignment is that of processing the approval of educational opportunities for veterans in degree-granting institutions as well as in those schools which provide noncollegiate instruction which qualify for Veterans Administration approval.

Quality of Postsecondary Education

The major goal of the maintenance and enhancement of the quality of postsecondary education in the State provided a basic orientation for much of the divisional activity in 1977. Revision of minimum standards for two and four-year colleges and the regulations under which proprietary schools operate were effected through the labors of three task forces appointed by the Board. In all instances the membership of the task forces was broadly representative of the schools operating under the standards being revised. In addition, participants also were selected from both the public and private sectors, thus assuring that no essential viewpoint was missing in the consideration given to the enhancement of quality in postsecondary education in the State.

Plan for Institutional Evaluation

The continuing concern about the maintenance and enhancement of quality in postsecondary education is also responsible for the effort to develop a plan for institutional evaluation which may occur concurrently with scheduled visits by teams representing the Middle States Association as well as on those occasions when an institution is due a visit by a team from the State. As the planning for institutional evaluation proceeds, it is the intent of the Board to utilize all self-study materials which may be generated by the institutions to the extent that such information enables the Board to fulfill its evaluation objectives. The current joint participation of Board staff with the teams chosen by the Middle States Association has provided an opportunity to perceive ways in which the joint participation can be utilized in lieu of a separate visit by State-appointed teams.

Out-of-State Institutions Operating in Maryland

No small part of the continuing concern about quality in postsecondary education in the State is the considerable number of out-of-state institutions which have gained or are seeking approval to operate in Maryland. The revised minimum standards for approval to operate for collegiate institutions will have to be met by out-of-state institutions as well as by Maryland colleges and universities.

Cooperation Between Maryland and the SREB

There are two approaches made by the State of Maryland to meet student demands for programs not available within the State, or for which the demand cannot be fully met by Maryland institutions. The first of these is the contract-for-spaces arrangements under the Southern Regional Education Board which enables Maryland to make available opportunities in veterinary medicine, denistry, medicine, occupational therapy, optometry, and forestry. A sum slightly less than $1,000,000 was provided in the FY 1978 State budget to support this out-of-state program. Historically, it has been more economical for Maryland to pursue this route than to establish those

[*Continued*]

programs within the State. This particular involvement with the SREB enables the State to concentrate its limited resources on a smaller number of programs than might otherwise be the case.

The Academic Common Market is the other effort which not only allows Marylanders to attend schools elsewhere but also permits out-of-state students to come into Maryland. When a program of any institution in the participating southern states is made available in the Academic Common Market, it is possible for out-of-state students who are admitted to graduate schools to enroll in such programs paying only the in-state tuition and fees. Here again, the pooling of resources enables all of the states affected, Maryland included, to make decisions affecting higher education which tend to ensure the fulfillment of its own Master Plan and, in the process, to enhance the quality of the academic programs made available.

Staff Participation in Other Board Activities

Division personnel are involved in many non division-related activities. As examples, one member of the division provided staff support for the Board's Lower Eastern Shore Task Force; another chaired an ad hoc, multi-agency committee which prepared the Board's recently-published "Admissions and Financial Aid Information," a comprehensive manual encompassing all postsecondary education in Maryland.

BOARD RESPONSES TO 1977 LEGISLATIVE RECOMMENDATIONS

The Final Report of the Joint Chairman of the Senate's Budget and Taxation and House Appropriations Committees recommended that the Board give attention to eight issues. The following is a list of the legislative recommendations and the Board's response.

1. **The Board was asked to revise the method by which State Funds are appropriated to the segments of higher education and introduce legislation in order to provide a fair and equitable method for computing State aid.**

The Board has developed a method for allocating State funds which provides both a common basis and a fair and equitable distribution of State funds for the University of Maryland, the State Universities and Colleges, Morgan State University and St. Mary's College. These are the *Budget Guidelines* developed and used in conjunction with the submission of the *FY 1979 SBHE Consolidated Operating Budget for Higher Education*. At the present, these Guidelines have not been applied to either the community colleges or the independent colleges that receive State aid. The Board recommends that its guidelines continue to be refined and that they not be enacted into law and that the present State funding method for independent colleges and community colleges not be changed in 1978. To assist the Legislature in dealing with this issue, the SBHE staff provided analyses of the budgetary impacts of alternative methods of financing higher education.

2. **Study the feasibility of consolidating all institutions of higher education on the Lower Eastern Shore region.**

In May, the Board appointed a seven-member Task Force to study the feasibility of creating a single institution utilizing the resources of Salisbury State College and UMES. The Task Force reported to the Board on November 3, 1977 recommending against unification. Instead, the panel recommended the enhancement of UMES by the establishment of new programs and transfer of selected programs to UMES from within the University of Maryland System. Before taking action on the recommendations of the Task Force the State Board wished to meet with members of the University of Maryland Board of Regents, the Board of Trustees of the State Universities and Colleges and other affected constituencies to ascertain their position on the recommendations. The meetings were still underway as this publication went to press.

3. **The Legislature recommended that the State Board in its Master Plan consider the feasibility of consolidating all public institutions of higher education in the greater Baltimore area.**

The State Plan currently under development will address this issue. (See page two of this insert.)

4. **The Joint Chairmen's Report requested that the Board periodically advise the Legislature on the progress of the Master Plan.**

Two legislative briefings were held in September and it is anticipated that an additional one will be held in February, 1978.

5. **The Report recommends that SBHE take over the responsibility for administering interstate educational compacts.**

This was mandated with the passage of HB 1958 and is now Section 32-D of Article 77-A.

6. **The Board along with the University of Maryland Regents and BTSUC were asked to place the inter-collegiate athletic program into the same institutional budget program for all State colleges and universities.**

The State Board has appointed a Task Force to establish a uniform system of financial reporting. As part of this study they will address the question of the classification of inter-collegiate athletics in the budget. This study will be completed in time for FY 1980 Budget development.

7. **The Board was asked to study future funding for vocational and avocational and continuing adult education programs.**

This issue is currently being examined in relation to the finance section in the State Plan.

8. **The Board was asked to study financing of utility costs of auxiliary enterprises.**

This issue is being examined as part of the finance section of the State Plan.

SBHE POLICIES ADOPTED IN 1977

1. For facilities planning purposes at public institutions the Board established 15% of the undergraduate full-time enrollment as the maximum proportion of out-of-state and foreign student enrollment, subject to modification on a case-by-case basis. Adopted 2/4/77.
2. Criteria and procedures for administration by the SBHE of State General Fund support to non-public institutions of higher education; criteria include submission of yearly enrollment reports by October 15th and requirement that enrollment reports be certified by a public accountant. Adopted 2/4/77.
3. Current minimum standards for accreditation and approval of two and four-year colleges and private postsecondary schools, established by the State Board of Education, were adopted on an interim basis until the SBHE develops its own in 1978. The Commissioner of Higher Education is authorized to act on behalf of the SBHE on all accreditation and approval matters approved by the Board. Adopted 4/1/77.
4. Policy to assure privacy of student records and protection of student's rights concerning personally-identifiable information which the Board may receive from reporting institutions. Approved 6/3/77.

[Continued]

5. Policy on data collection which provides that action by the Board concerning an institution will not be taken until all reasonably available information relevant to the action has been furnished by the institution. An exception to the policy may be made by the Commissioner of Higher Education if deemed justified. Adopted 10/6/77.
6. Policy, requested by the Department of State Planning, regarding the review of fine arts/assembly facilities setting forth project classifications and criteria for need evaluation. Adopted 10/6/77.
7. Enrollment Information System Policy establishing a procedure by which institutional enrollment data will eventually be transmitted by all reporting institutions to SBHE on computer tapes. Adopted 10/6/77.
8. Guidelines to assure faculty of reciprocal library borrowing privileges, without prohibitive restrictions or charges, among academic libraries at public collegiate institutions and independent institutions receiving State fiscal support. Adopted on a trial basis 11/3/77.

AGENCIES AND COMMITTEES RESPONSIBLE TO THE BOARD

This section reports on the Board's articulation with those agencies and committees that are responsible or advisory to the Board under State law and Federal regulation. They are:

1. **The Maryland Fire-Rescue Education & Training Commission**—Sections 92-95, Article 77-A.
2. **Segmental Advisory Committee**—Section 28 (e), Article 77-A.
3. **Education Coordinating Committee**—Sections 32 B, C. Article 77-A.
4. **Student Advisory Committee**—Section 28 (f).
5. **Faculty Advisory Committee**—Section 28 (f).
6. **Title IA Advisory Committee**—Federal Regulation. [*In formulation at presstime.*]

SBHE staff support for the MFRETC, the E.C.C., the Student Advisory Committee, and the Title IA Committee is provided by the Division of Special Programs and Community Service. Staff support for the Segmental and Faculty Advisory Committees is provided by the Commissioner's office.

Maryland Fire-Rescue Education & Training Commission

The eleven-member Commission, appointed by the Governor, was created as an agency of the SBHE on July 1, 1976. Chairman is Mr. Charles W. Riley; Vice-Chairman is Battalion Chief Thomas Baginski. The group's major responsibility is to correlate with other local State and Federal agencies all activities related to fire and emergency services education and training programs developed for career and volunteer personnel in Maryland. Approximately 25,000 personnel are involved in fire and emergency services.

During 1977, the Commission made considerable progress in carrying out its statutory responsibilities. Chief among the accomplishments were:

1. Development of a uniform, minimum 24-hour basic pre-entry training program for all firefighters. The program should be operational by mid-1978, and compliance will mean that no firefighter in Maryland can respond to an alarm without completing the pre-basic program.
2. In cooperation with the MFRI, the Commission established a standardized data system for all training records in the State. Over 60,000 existing 3x5 cards needed reprocessing. The system when fully operational will include the records of all personnel in the Emergency Medical Technician programs.
3. Liaison channels with other State and Federal agencies were established with one result being the awarding of a $10,355 grant from the National Fire Protection and Control Administration for the development of a statewide organizational design.

Segmental Advisory Committee

The Segmental Advisory Committee consists of nine members appointed by the Governor representing public two-year and four-year colleges and universities, private colleges and universities and postsecondary proprietary schools. The Committee meets monthly on the Tuesday prior to the SBHE meetings.

Chairperson is Dr. Jean E. Spencer, Acting Executive Director of the Board of Trustees of the State Universities and Colleges; Vice-Chairman is Dr. R. Lee Hornbake, Vice-President for Academic Affairs at the University of Maryland.

A continuing concern of the Segmental Advisory Committee during the past year has been the establishment of an effective working relationship with the State Board for Higher Education to fulfill its statutory responsibility of advising the Board.

Among the numerous specific topics considered during the year have been the master planning process, the development of institutional role and mission statements, remedial education, and equity of State funding for higher education in Maryland. Most recently the Segmental Advisory Committee began discussions on the proposed institutional evaluation process.

Education Coordinating Committee

This Committee creates a statutory communications link between the State's public school system and the SBHE. Three members of the State Board for Education and three members of the SBHE, plus the State Superintendent of Schools and the Commissioner of Higher Education, comprise the Committee.

By law, the group must meet four times a year. In 1977 there were five regular meetings held. Chairperson is Mrs. Joanne Goldsmith, a member of the State Board of Education. During 1977, the Committee meeting agendas concentrated on development of activities to implement its major priority program—improvement of teacher in-service training programs. The two State-level education agencies will coordinate a series of activities during 1978 designed to bring local education agencies and area postsecondary institutions closer together in in-service program development.

Student Advisory Committee

The Student Advisory Committee held eight meetings during 1977. The group is composed of ten members representing the University of Maryland, the State colleges and universities, the community colleges, the State's independent colleges and universities, Morgan State University and St. Mary's College. In September the Committee re-elected Michael Gerber of UMCP as Chairman; Derrick Douglas of UMES is Vice-Chairman, and Gail Stokes of Morgan is Secretary.

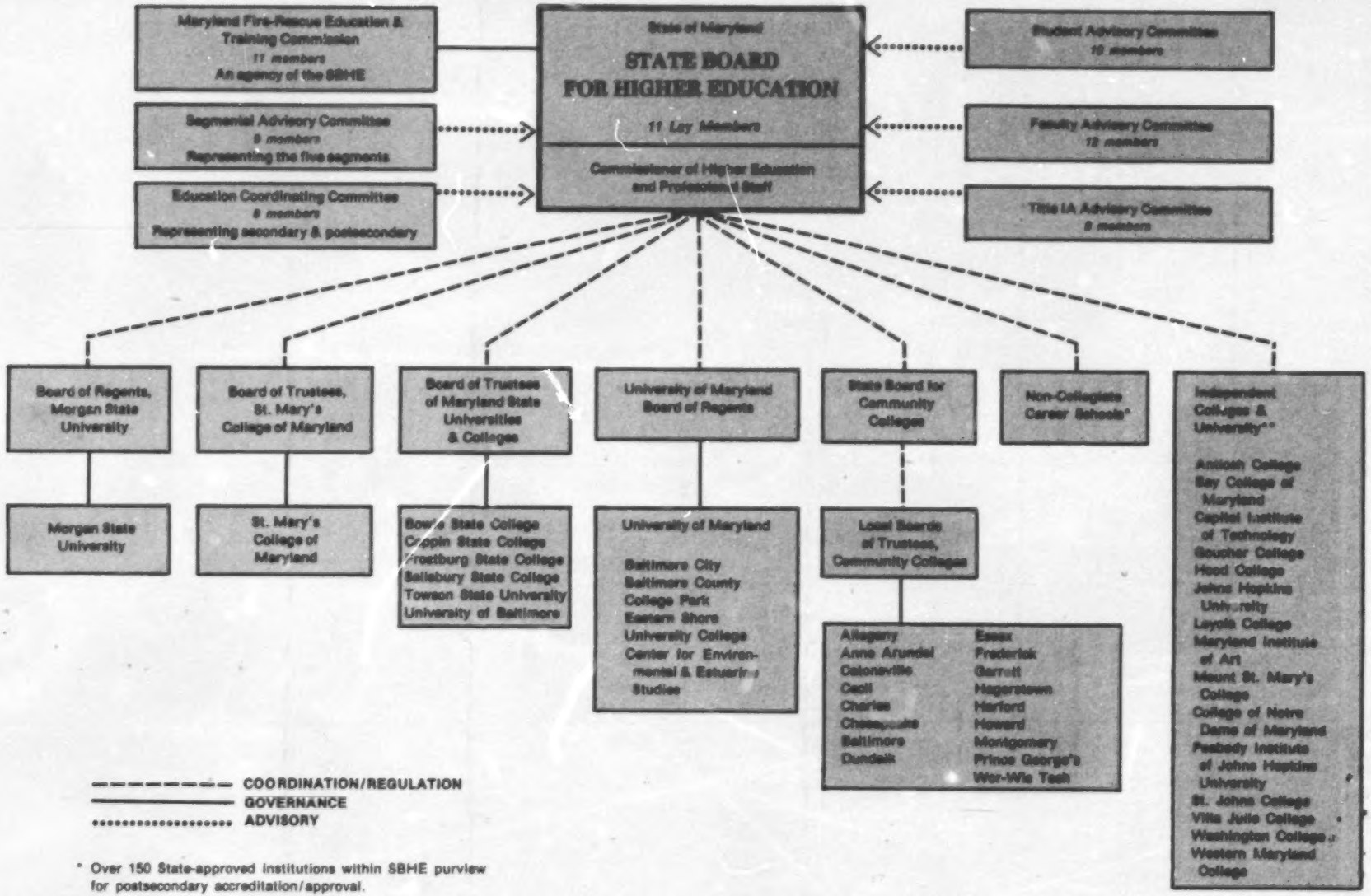
During 1977 the Committee developed activities designed to implement objectives set late in 1976. Primary among the objectives are to represent and make recommendations to the State Board for Higher Education on matters of concern to students, and to facilitate the informed and reasonable participation of students in the decision and policy making process.

Faculty Advisory Committee

The Faculty Advisory Committee, composed of 12 members appointed from each segment of postsecondary education, has devoted the major part of its first full year to a consideration of Faculty Salary Guidelines to be used in the SBHE budget review process. On October 19th it held public hearings on the Guidelines at the University of Baltimore where twenty faculty representatives from all segments of public higher education commented. The Guidelines should be completed by June 1978.

President of the FAC is Professor Patricia Low of Morgan State University; Parliamentarian is Professor Robert Keefer of Catonsville Community College. The Committee, which meets monthly, has advised the State Board on institutional evaluation and the Board's study of higher education on the lower Eastern Shore.

ORGANIZATION OF POSTSECONDARY EDUCATION IN MARYLAND



* Over 150 State-approved institutions within SBHE purview for postsecondary accreditation/approval.

** Within SBHE purview for distribution of State General Fund support, new degree program endorsement, and recommendations for capital budget requests.

January 1978